

DEPARTMENT OF DEFENSE

Update to the Report on
Assistance to Local Educational Agencies for Defense Dependents' Education
February 2012



Preparation of this report/study cost the Department of Defense a total of approximately \$861,000 in Fiscal Years 2011 - 2012. Generated on 2011Dec30 0832
RefID: 8-5B23FF

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- 1. Projection of Military Students Transitioning by State**
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I. INTRODUCTION

Pursuant to Section 574 (c) of P.L. 109-364, as amended (20 U.S.C. § 7703b note), the Secretary of Defense is required to provide an annual update to the plan to provide assistance to local educational agencies (LEAs) that experience projected growth or loss in the enrollment of military dependent students. The projected growth or loss must be a result of force structure changes, relocation of military units, or the closure or realignment of military installations under the base closure laws.

The report addresses the following:

- An identification – current as of the date of the report – of the total projected number of military students who are anticipated to be arriving at and departing from military installations as a result of force structure changes, relocation of military units, or realignment of military units, including:
 - An identification of military installations affected by such arrivals and departures;
 - An estimate of the number of such students arriving at and departing from each such installation; and
 - The anticipated schedule of such arrivals and departures by school year.
- Such recommendations as the Office of Economic Adjustment (OEA) and Department of Defense (DoD) considers appropriate for means of assisting impacted LEAs in accommodating increases in enrollment of military students as a result of such an event and;
- A plan for outreach to be conducted for affected LEAs, commanders of military installations, members of the Armed Forces, and civilian personnel of DoD regarding information on the assistance to be provided to LEAs that experience growth in the enrollment of military students as a result of any of the aforementioned events.

Education is a concern for parents everywhere and the military is no exception. The quality of education available to military children can affect retention, mission readiness, and morale. Military families frequently say that the quality of their children’s education is one of the most important criteria when selecting a neighborhood during relocation or a permanent change of station. Military children face added stressors due to frequent relocations. The disparity between State standards and educational requirements can negatively impact academic and athletic placement and development.

Although DoD understands elementary and secondary education, for dependents of DoD personnel is generally under the jurisdiction of the state and local governments, quality education is a high-priority issue for military families. The Department is committed to supporting the education continuum of military students. A significant element of family readiness is an educational system that provides not only a quality education but also one that recognizes and responds to the unique needs of children of military families. The

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relocation of thousands of military students through Base Closure and Realignment (BRAC), global rebasing, and other force structure changes creates opportunities to enrich and expand partnerships with military-connected school communities.

Children of military families transfer schools an average of six to nine times in their lives, placing strain on both parents and children. The Services have been engaged in combat for over ten years now, and the long and frequent high-stress deployments with decreased dwell time has exacerbated the challenges and stressors military children are experiencing. The process of transitioning, as well as having parents deployed, just compounds the difficulties.

To date, a comprehensive and systematic process to assist states and LEAs impacted by military mission growth has not been established. States and communities are supportive of our nation's military and are preparing for mission growth, as well as the return of Service members from war. To successfully accommodate the current mission growth, there must be a strong partnership between the federal government, states, and schools to address the clear and demonstrated need to provide a quality education to the children of our military parents and DoD civilian employees.

At present, there is limited federal financial support provided to states and localities to cover the vast and diverse needs resulting from the federal government's mission growth. Although states and communities will certainly benefit and grow economically when military populations move to their area, clear federal data and financial support is needed to help build or ensure the requisite school infrastructure exists before the arrival of new militarily-connected students.

The Department considers the education of military-connected students an important aspect of operational readiness. Ultimately, the education of military dependent students is a vital national security issue. A high-level, coordinated federal-state-local partnership is necessary to address the educational needs of our nation's militarily-connected students.

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II. EXECUTIVE SUMMARY

The Department remains committed to a comprehensive approach to the projected growth or loss in the enrollment of military dependent students in local educational agencies with respect to scale, timing, and scope. The Department is dedicated to facilitating increased levels of collaboration among all stakeholders and extending its reach to the federal, state, and local levels. While there have not been overly significant changes in the number of transitioning children, there have been some programmatic changes and new efforts initiated to support military children in education. The most noteworthy changes since the 2011 report are outlined in this executive summary.

Fiscal Year (FY) 2011 marked the completion of two assessments conducted by DoD with the intent of ensuring all military children receive an education of the highest quality. The first assessment reviewed the effectiveness of DoD in meeting the educational needs of all military children. The final report is being reviewed and will be used in conjunction with other data to inform strategic planning efforts to support military children in education. The second assessment evaluated the physical conditions of the public schools on military installations in the United States. This assessment resulted in the creation of the “Public Schools on Military Installations Priority List” representing the Department’s prioritization of public schools on military installations with the most serious capacity or facility-condition deficiencies. Office of Economic Adjustment (OEA) instituted a \$250M grant program to assist public schools in addressing the identified deficiencies. A similar assessment program was completed for all Department of Defense Education Activity (DoDEA) school facilities and resulted in receipt of funding for DoDEA to initiate an aggressive renovation, modernization or replacement program to raise all DoDEA schools to the Department’s facility quality standard.

The Department is providing the number of students of military and/or DoD civilian/contractor personnel from installations who are projected to be gained and lost both by state and Military Service from School Years (SY) 2012 to 2013 in Appendices 1 and 2. While there is an overall projected increase of 20,815 military-connected students in FY12, that is a decrease of 6,151 from the FY11 report. Many factors influence a military family's decision to relocate and the timeline for their relocation. Therefore, the numbers provided in this report must be viewed in the context of these factors.

The most accurate accounting of the number of students occurs between the installation and the local community. Housing locations and availability, housing construction timelines, specific demographics of the military members moving to a location, impact of deployment, and the evolving mission of the Armed Services are factors in determining accurate numbers of arriving students.

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The influx of new students to a mission growth community raises several education challenges, the most urgent of which is that incoming student numbers may exceed the current educational capacity, particularly regarding school facilities.

OEA continues to assist regions experiencing mission growth as a result of Base Realignment and Closure, Global Defense Posture Realignment, Army Modularity, and Grow the Force/Grow the Army. The following recommendations derive from OEA's interactions with these regions and their specific experiences with student growth. OEA's recommendations for FY12 are unchanged from FY11.

OEA's Recommendations:

- **Provide Timely Planning Information:** Military Departments need to provide advance information on the timing and profile of arriving student populations so LEAs can respond by planning and carrying out improvements to public facilities and services.
- **Establish a Clearinghouse:** A clearinghouse should be established by an authorized Federal entity to provide all stakeholders consistent and current student growth information.
- **Ensure a Flexible Federal Response:** There is little Federal assistance available to support military-dependent student growth, which makes it essential that localities are provided maximum flexibility when accessing these scarce resources. To further support these efforts, an intergovernmental team, under the direction of an authorized Federal entity, can be an on-call rapid response resource to respond to student-growth challenges.
- **Coordinate Federal Education Programs:** The U.S. Department of Education's Impact Aid Program and DoD's Supplemental Impact Aid and Impact Aid for Large Scale Rebasing programs need to be coordinated through better data collaboration and timely payments to further support local education operating budgets.
- **Align Federal, State, and Local Education Laws, Regulations, and Administration:** Federal, state, and local education statutes, regulations, and program guidance should be aligned to ease the transition of military dependent students and their families.

DoD has many outreach initiatives underway directed at meeting the challenges of families, commands, and educators.

The Interstate Compact on Educational Opportunity for Military Children membership continues to grow in its third year in effect. FY12 welcomed four new states to the Compact. The addition of four states brings the total membership to 39 states covering over 90% of military children. The Defense State Liaison Office (DSLO) continues to

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work with non-member states to enact the Compact. Although DoDEA cannot participate as an official member of the Compact, DoDEA has committed, to the extent allowable by law, to abide by the Compact provisions. As such, in 2011 DoDEA established a Compact Committee that is analogous to the required State Councils to provide coordination concerning DoDEA's participation in, and compliance with the Compact and Interstate Commission activities as well as ensure that implementation of the Compact within DoDEA is systematically coordinated to eliminate inconsistencies in interpretation and execution.

The Department expanded the Military Family Life Consultant (MFLC) program to support and augment 337 military-connected schools, an increase from 297 LEAs in FY11. The consultants provide non-medical support to faculty, staff, parents, and children for issues amenable to short-term problem resolution such as school adjustment issues, deployment and reunion adjustments, and parent-child communications.

The Department expanded free access to Tutor.com to for all military families who are experiencing deployment, whether they are active duty Service members, Guard and Reservists on a deployed status, or DoD civilians, To date, Tutor.com has helped military families more than 400,000 times with homework.

DoDEA's Educational Partnership Program continues to provide information and support to increase understanding of the unique needs of military dependent children and academic support to improve educational opportunities and outcomes for those children:

- Through competitive and invitational grant programs, DoDEA awarded \$68M to 57 military-connected school districts in FY 11. The increase in funding from FY10's \$38M allowed DoDEA to provide outreach and support to 25 more LEAs than it was able to in FY10. These schools, located throughout the U.S., serve communities near more than 30 military installations. Since 2008, DoDEA has awarded \$180 million in grants to over 100 military-connected LEAs. These three year projects impact nearly 230,000 students from military families and more than 620,000 students overall.
- The Educational Partnership Program launched a School Liaison course called "*Keeping Students at the Center*" to provide a wealth of resources for School Liaisons. The modules provide School Liaisons tools and resources that increase their awareness and knowledge in educational topics which will enable them to effectively assist military families and leaders to be advocates for quality education.
- The Educational Partnership Program completed a study, mandated by section 537 of the National Defense Authorization Act for FY 2010, P.L. 111-184, to analyze military-connected LEAs compared to non-military-connected LEAs. The study

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explored the educational options available to military children that attend schools in need of improvement within the military-connected LEAs, the challenges military parents face in securing quality schooling options for their children, and the educational attainment and impact of children from military families on LEAs.

Through the Memorandum of Understanding (MOU) signed between the Deputy Secretaries of Defense and Education in June 2008, the two agencies are collaborating and leveraging their combined strengths to improve the educational opportunities of military-connected students. This increased coordination has provided the opportunity for several new initiatives.

In order to encourage quality reintegration time, the Departments of Education and Defense have developed guidance for school districts based on best practices for approving block leave. This concept seeks to permit students to take time to be with a recently-returned deployed parent while minimizing the impact on their course of study or attendance record.

The Secretary of Education has made supporting military families one of the Department's sixteen supplemental priorities for its discretionary grant programs. Additionally, the U. S. Department of Education will seek new means of collecting and reporting data to promote transparency around the performance of military-connected children as part of the Elementary and Secondary Education Act (ESEA). Finally, the U. S. Department of Education is working to improve its Impact Aid funding of school districts serving military dependent children. This includes allowing school districts that experience high growth due to military base realignment to apply for funds using current year, versus previous year, student counts.

States developing shared common and high academic standards and measures of achievement offer great benefit to military families. The Common Core State Standards Initiative (CCSI) is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (CCSSO). The standards were developed by states in collaboration with content experts, teachers, and school administrators to provide a clear and consistent framework to prepare children for college and the workforce. Currently, 45 states and the District of Columbia have adopted the standards set forth by the CCSI. This will benefit military connected families as they move from state to state, no longer subject to widely varying state standards.

The Services continue to provide outreach and support to LEAs, commanders of military installations, members of the Armed Forces, and civilian personnel of DoD. Each Service has made changes to programming and has instituted new initiatives; however, the most notable changes include the Air Force's full implementation of the School Liaison Officer (SLO) program, and the concerted collaborative effort to support of Exceptional Family Members (EFM) between the SLO and EFM Liaison programs.

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Recognizing that the strength of Army soldiers comes from the strength of their Families, Army School Support Services is dedicated to supporting Soldiers and Families and fulfilling the Army's promise to provide excellent school support to Army Families. The five-year *Army School Support Services Strategic Plan* continues to build a support system to address learning environments, academic skills and personal management skills to ensure positive outcomes for Army children and youth. As part of the plan, there are 110 School Liaison Officers (SLOs) with strong educational backgrounds and experience to provide support to all Garrison Commanders, Army Families, and school districts. SLOs advise garrison command staff on matters related to schools, assist Army Families with school issues, communicate information and support services to Army Families and schools, support Army Families during school transitions, collaborate with school districts to build positive relationships and address issues that impact Army students, facilitate training for parents, schools, and garrisons, foster reciprocal transition practices among school districts, and increase school transition predictability for Army Families.

The Marine Corps School Liaison Program is staffed by 25 School Liaisons at the 17 major installations and the headquarters. Their mission is to identify and coordinate community resources to reduce the impact of the mobile lifestyle on military school-age children and families, to implement predictable support services that assist children/youth with relocations, life transitions, and achieving academic success, and to provide a wide range of resources that facilitate successful school transitions for parents, students, schools, commanders, and communities. This includes forming partnerships with schools, other agencies, and installation units, assisting school districts in applying for available grants and disseminating information on supportive programs like Tutor.com, Student Online Achievement Resources (SOAR), and SAS Curriculum Pathways.

The Navy is entering the fourth year of providing Child and Youth Education Services (CYES) in all communities serving Navy families. Navy established Headquarters (HQ) CYES under Navy Child and Youth Programs (CYP) and focuses on K-12 issues to ease transition of children of military families during change of station and deployments. Navy Commanders and 58 SLOs world-wide work to ensure state legislators, state and local level educators and education policymakers are aware of the K-12 education challenges facing military associated children and work to support state participation in the Interstate Compact on Educational Opportunity for Military Children.

The Air Force continues to sustain its emphasis on military child education, which began in 2001, with designating installation level senior military officer representatives for area school boards to advocate with community and school leaders for the interests of military families. The Air Force also continues to disseminate best practices, training, and resource materials regularly to keep stakeholders abreast of child education issues and ways to enhance local area solutions. Due to senior leadership support and funding, all Air Force installations have a full time civilian SLO position. Primary responsibilities

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include working with parents, school staff, other installation helping agencies, and base leadership to ease the school transition of military connected students. The SLOs work on individual and systemic issues related to ensuring military children have the best educational options available. SLOs also work in collaboration with the Air Force Exceptional Family Member Program to close the education gaps pertaining to children with special needs.

Progress has been made on many fronts and various initiatives are ongoing to assist LEAs that experience growth in the enrollment of military dependent students and to aid students during times of transition and deployment. The Department will continue its concerted efforts to build relationships between local communities, military installations, LEAs, and our state and federal partners to address issues that impact the education and well-being of military dependents and their families.

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III. NUMBER OF STUDENTS TRANSITIONING

The Department is vigilant at ensuring timely and accurate distribution of the numbers that communities will use to plan and develop infrastructure and implement systems to support projected growth. In a time of increasingly constrained resources, efficient planning becomes even more important. Local military commands have established relationships with LEAs to provide data regarding the projected number of transitioning students to facilitate planning for the impact of growth on school resources and facilities.

These local relationships allow communities to address the unique characteristics of the mission and the corresponding demographics of the anticipated population. The military student growth and loss data are taken from the projections that the Services provided in preparation of this report. These data are delineated by states (Appendix 1) and by Military Service (Appendix 2). The projections in Appendices 1 and 2 reflect the *projected military student growth and losses by school year*. As in prior years, the following guidance was provided to each of the Military Departments for use in determining the numbers of students transitioning:

- *Military Student:* (a) Defined as an elementary or secondary school student who is a dependent of a member of the Armed Forces; (b) an elementary or secondary school student who is a dependent of a civilian employee of the DoD; and (c) an elementary or secondary school student who is a dependent of personnel who are not members of the Armed Forces or civilian employees of the DoD, but who are employed on federal property.
- *Installation:* Those installations located in the fifty states and the District of Columbia. If the installation has joint forces, the military department responsible for the installation shall report the total gain and or loss of military students.
- *SY:* Refers to the school years that begin in the fall of 2011-2012 and end in the summer of 2012-2013.

As in past years, the following formula was provided to calculate the number of military students per military member and DoD civilian:

- 48% of military members or DoD civilians have a child;
- 1.6 children per military member or DoD civilian (average); and
- 62% of children are school-age.

The Military Services were provided the opportunity to adjust the formula to reflect their individual demographics. The Marine Corps adjusted the formula for the number of

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students per military member. The use of this adjusted formula is to provide a more accurate projection for Marine Corps based off the actual percentage of Service members with children (32.9%), the average number of children (1.9), and percentage of school-aged children (52%). All three weights were calculated from the data provided by Defense Manpower Data Center (DMDC).

When using Military Service member data to evaluate the number of school age children of military, DoD civilian and contractor employees who will potentially be moving to a particular military installation, the numbers need to be evaluated in the proper context. The number of Military Service members moving to a particular installation may not be a true indicator of what is actually happening in a particular community with regard to the number of military students.

Military dependent students are absorbed into a community in several ways. Not all students attend traditional public schools. Students may attend public charter schools, private and/or religious schools, DoD Domestic Dependent Elementary and Secondary Schools, if eligible, or may be homeschooled. Additionally, there may be several LEAs that serve one installation.

The projected number of students assumes that every student will accompany the military member. However, many factors affect a military family's decision to move and/or when to move to new locations. The following factors may influence whether a military family moves and, if so, when:

- Scheduled deployment of a military member soon after relocation. Families may choose to stay at a current location and/or return to a location closer to extended family if the military member is scheduled to deploy soon after arrival at a new location;
- Permanent Change of Duty Station date occurring after the school year begins- family members may choose to stay at a location until the completion of the current school year to alleviate transition challenges; and
- The quality of education at the new location.

The projected number of civilian/contractor students assumes that DoD civilians and contractors will leave their current duty location and transfer to the new location and that no positions will be filled by hiring civilians already living in/around the gaining installation.

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IV. DEPARTMENT OF DEFENSE OFFICE OF ECONOMIC ADJUSTMENT (OEA) RECOMMENDATION

OEA continues to assist regions experiencing mission growth as a result of the 2005 Base Realignment and Closure action, Global Defense Posture Realignment, Army Modularity, and Grow the Force/Grow the Army. As warfighters return and reunite with their families, host communities now face a great deal of anxiety as they anticipate a new student growth wave that may strain existing capacity.

The following recommendations are based on OEA's interactions with these regions and their specific student growth experiences:

- **Provide Timely Planning Information:** Military Departments need to provide advance information on the timing and profile of arriving student populations so LEAs can respond by planning and carrying out improvements to public facilities and services.
- **Establish a Clearinghouse:** A clearinghouse should be established by an authorized Federal entity to provide all stakeholders consistent and current student growth information.
- **Ensure a Flexible Federal Response:** There is little Federal assistance available to support military-dependent student growth, which makes it essential that localities are provided maximum flexibility when accessing these scarce resources. To further support these efforts, an intergovernmental team, under the direction of an authorized Federal entity, can be an on-call rapid response resource to respond to student-growth challenges.
- **Coordinate Federal Education Programs:** The U.S. Department of Education's Impact Aid Program and the DoD's Supplemental Impact Aid and Impact Aid for Large Scale Rebased programs need to be coordinated through better data collaboration and timely payments to further support local education operating budgets.
- **Align Federal, State, and Local Education Laws, Regulations, and Administration:** Federal, state, and local education statutes, regulations, and program guidance should be aligned to ease the transition of military dependent students and their families.

OEA Recommendations

OEA assists states and regions at the following growth installations: Aberdeen Proving Ground, MD; Cannon Air Force Base, NM; Eglin Air Force Base, FL; Fort Belvoir, VA;

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Fort Benning, GA; Fort Bliss, TX; Fort Bragg, NC; Fort Carson, CO; Fort Drum, NY; Fort Hood, TX; Fort Knox, KY; Fort Lee, VA; Fort Meade, MD; Fort Polk, LA; Fort Riley, KS; Fort Sill, OK; Fort Stewart, GA; Joint Base Andrews–Naval Air Facility Washington, MD; Joint Base Lewis-McChord, WA; Joint Base San Antonio, TX; Marine Corps Air Ground Combat Center Twentynine Palms, CA; Marine Corps Air Station Cherry Point, NC; Marine Corps Air Station New River, NC; Marine Corps Base Camp Lejeune, NC; Marine Corps Base Quantico, VA; Walter Reed National Military Medical Center Bethesda, MD; and Redstone Arsenal, AL.

Although most of the military personnel moves are now complete, student growth may have been suppressed at some locations because not all families relocated during extended and repeated deployments. As warfighters return and reunite with their families, host communities now face a great deal of anxiety as they anticipate a new student growth wave that may strain existing capacity.

OEA has provided these growth communities with extensive assistance to plan necessary improvements to public facilities and services, including educational facilities. After evaluating the variety of strategies employed by these growth communities, OEA recommends the following:

- **Provide Timely Planning Information:** Military Departments need to provide advance information on the timing and profile of arriving student populations so LEAs can respond by planning and carrying out improvements to public facilities and services.

Nearly every growth community is working with the local base to refine student numbers because the Military Headquarters' projections do not reflect on-the-ground nuances. This dynamic often results in confusion and conflicted estimates, making it difficult for Washington-based policy-makers to assist. If accurate student numbers were provided to the military bases and growing communities in a timely fashion, these challenges would be reduced and preparations for student arrivals could begin sooner.

- **Establish a Clearinghouse:** A clearinghouse should be established by an authorized Federal entity to provide all stakeholders consistent and current student growth information.

It is imperative all stakeholders work from the same set of facts when assisting the local education response. This diverse set of stakeholders includes locally-affected parents and children, communities (government, businesses, workers, etc.), LEAs, installations, governors and their state agencies, non-profit organization, entities under DoD and the U.S. Department of Education, and Congress. A clearinghouse will greatly address the problem by providing these

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communities with the information necessary to successfully prepare for student arrivals to include:

- The number of projected military dependent students that will accompany incoming military, defense civilians, and installation contractor employees;
 - Timelines for their arrival;
 - A statement of current military-dependent students, across military, defense civilians, and installation contractor employees that have arrived for the current and preceding school years (local education officials and installations have indicated they track this information);
 - A statement of needed off-base education facilities and services;
 - A statement of needed on-base education facilities and services;
 - The anticipated Federal share necessary to support these facilities and services;
 - Progress providing these off-base and on-base facilities and services;
 - Federal programs of assistance; and,
 - Best practices from other state, local, and public-private experiences.
- **Ensure a Flexible Federal Response:** There is little Federal assistance available to support military dependent student growth, which makes it essential that localities are provided maximum flexibility when accessing these scarce resources. To further support these efforts, an intergovernmental team, under the direction of an authorized Federal entity, can be an on-call rapid response resource to respond to student-growth challenges.

This team should be comprised of experienced state (governor and cabinet-level agencies), Federal (DoD and U.S. Department of Education), and certain nonprofit organizations and would help localities respond to the following needs:

- School construction (financing, planning, architecture and engineering, and bricks and mortar);
- Teacher certification and student achievement;

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- Student counseling;
 - Curriculum;
 - Impact Aid (U.S. Department of Education and DoD programs); and,
 - The effect of Federal and state attendance requirements on school systems.
- **Coordinate Federal Education Programs:** The U.S. Department of Education's Impact Aid Program and DoD's Supplemental Impact Aid and Impact Aid for Large Scale Rebasing programs need to be coordinated through enhanced data collaboration and timely payments. Linking these efforts will better support local education operating budgets.

OEA consulted with school administrators who raised a number of concerns regarding Federal resource support. For example, they highlighted the need to close the gap between existing Impact Aid funding levels and the actual cost of educating military-dependent students.

The U. S. Department of Education's Impact Aid Program is a long-standing source of revenue designed to compensate school districts for the presence of Federal-dependent children. According to LEAs, impact aid funding is typically used to offset operating expenses. In recent years, many LEAs have experienced a reduction in impact aid due to Federal financial restrictions and distribution formula limitations. In addition, there are cases where these payments are distributed up to two years after the Federal student arrives in the school district.

Congress provides the DoD Impact Aid funding to supplement LEAs "heavily impacted" by military or DoD civilian dependents (more than 19.5 percent of the total average daily attendance) and to assist communities adjusting to changes in the respective size or location of the Military Forces. To implement the programs, DoD uses student counts from U. S. Department of Education's overall Impact Aid data. LEAs and interest groups believe U. S. Department of Education's data may undercount military students due to voluntary parent survey responses.

To better determine Defense Impact Aid funding requirements, LEAs, states, and interest groups recommend DoD (through installation commands) assist the LEAs in collecting military dependent data. The additional outreach will provide a more accurate count of Defense-connected children by reducing non-response rates.

- **Align Federal, State, and Local Education Laws, Regulations, and Administration:** Federal, state, and local education statutes and regulations, and

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program guidance should be aligned to ease the transition of military-dependent students and their families.

These challenges are well known to local education administrators, parents, and many stakeholders:

- Learning standards and graduation requirements vary from state to state. Students and their families find dramatically different standards between former, current, and future locations, resulting in the possibility of repeated grades, different achievement tests, and delayed graduation, which often creates anxiety with each move.
- Teacher certification requirements differ between states. Many military spouses are certified to teach in some states, but unable to teach in others. By the time a spouse is certified in the current state, the family may need to move again when the military member is transferred.
- Attendance requirements under state and Federal standards may conflict with the “block leave” military families take with their deploying family members.
- Teachers and other staff have inadequate resources and training to effectively work with students whose parents are preparing to deploy, are currently deployed, or are returning from deployment.

It is imperative for Federal and state policy makers to continue their efforts to provide flexible regulations, statutes, policies, and practices that are responsive to these challenges.

V. PLAN FOR OUTREACH

The Department continues to be engaged in outreach activities on many levels with the overarching goal of helping all military students receive a quality education. In addition to the issues facing transitioning students, many military students have been affected by their parent’s repeated and often extended deployments. Significant research surrounding the psychosocial effects of deployment on military children concludes that multiple deployments, lengthened deployments, and reduced dwell time have effects on school performance and behavior. All these issues result in a need for collaboration and coordination among the DoD, the Military Services, installations, LEAs, communities and families. Outreach efforts are varied and cross many organizations. Collaboration among all stakeholders is underway in many areas. Examples of efforts include the following:

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Department of Defense Initiatives

Interstate Compact on Educational Opportunity for Military Children

In 2006, DoD in coordination with the Council of State Governments, developed the Interstate Compact on Educational Opportunity for Military Children to alleviate the significant school challenges encountered by military families due to frequent relocations in the course of their service. In this regard, military dependent children can matriculate through approximately eight different school systems from kindergarten to 12th grade. The Compact was developed to address issues associated with class placement, records transfer, immunization requirements, course placement, graduation requirements, exit testing and extra-curricular opportunities.

The Compact reflects input from policy experts and stakeholders from eighteen different organizations, including representatives of parents, teachers, school administrators, military families, and federal, state, and local officials. The Compact establishes guidelines that will allow for the uniform treatment, at the state and local district level, of military dependent children transferring between school districts and states. As further validation of these guidelines, the Compact has been reviewed and approved by the legislatures and signed into law by Governors of 39 states as of the end of 2011.

The Compact became active upon approval by the 10th state on July 08, 2008. The Interstate Commission, comprised of representatives of member states along with ex-officio members, met in October 2008, November 2009, November 2010, and November 2011 to establish necessary rules and guidance to implement the Compact. The Interstate Commission has designated its officers and established standing committees. DoDEA serves as an ex-officio member to the Interstate Commission.

Although DoDEA cannot participate as a member of the Compact, DoDEA has committed, to the extent allowable by law, to abide by the Compact provisions covering class placement, records transfer, immunization requirements, course placement, graduation requirements, exit testing and extra-curricular opportunities.

As part of the Compact, member states must establish State Councils to oversee implementation of the Compact and to assist in resolving Compact-related disputes that may arise. In compliance with the Compact, DoDEA has established a Compact Committee that mirrors the Compact State Councils. The committee serves to provide coordination concerning DoDEA's participation in, and compliance with the Compact and Interstate Commission activities as well as ensure that implementation of the Compact within DoDEA is systemically coordinated to eliminate inconsistencies in interpretation and execution.

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Department of Defense Education Assessments

To ensure all military children receive an education of the highest quality, DoD directed two assessments. The assessments: 1) examined the effectiveness of DoD in meeting the educational needs of all military children; and 2) assessed the physical condition of public schools on military installations. DoDEA completed a similar assessment program that examined the physical condition of all DoDEA school facilities, resulting in funding for DoDEA to initiate an aggressive renovation, modernization or replacement program to raise all DoDEA schools to the Department's facility quality standard.

In October of 2010, DoD contracted with the Center for Naval Analyses (CNA) Institute for Public Research to examine the educational opportunities provided to children from military families, as an action derived from the Department's commitment to ensure children in military families have a quality educational opportunities. During the initial discovery phase, a series of statistical analyses were developed to better understand the profile of military dependent students, both within the DoDEA system as well as those attending public schools. The results provide a number of potential actions that represent the most pressing areas of focus for DoD in the coming years. The report points out that supporting the 1.2M military children and improving the quality of their educational opportunities will require significant resources and reliable data. DoD's ability to influence educational outcomes for children of military families will be best leveraged by exerting efforts through outreach and partnerships with school districts, professional organizations, and most importantly parents.

DoD is committed to excellence and works to ensure that military children have school facilities that are safe, secure, in good repair and provide an optimal learning environment that support current and future educational requirements. As a result, the Deputy Under Secretary of Defense for Military Community and Family Policy directed the establishment of a sub-Task Force, under the USD (P&R)'s Education Task Force to address the following: (1) identify and determine who owns, operates, and is responsible for the maintenance and/or recapitalization of each school on a military installation; (2) identify options for a standardized process to determine current conditions of each school; and (3) identify potential resource options to renovate, expand or replace schools with greatest need. Over the course of six months, the sub-Task Force looked at over 150 non-DoDEA schools located on military installations and operated by LEAs. In the DoD and Full-Year Continuing Appropriations Act, 2011, (Section 8109 of P.L. 112-10) Congress provided DoD with \$250M dollars for grants to school districts with public schools on military installations having the most serious condition or capacity deficiencies.

On July 19, 2011, DoD approved a "Public Schools on Military Installations Priority List" that represents the Department's prioritization of those public schools on military installations with the most serious capacity or facility condition deficiencies. Using this list, the Office of Economic Adjustment conducted a grant program to award grants to

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assist these public schools with the most serious capacity or facility-condition deficiencies.

A similar assessment program resulted in receipt of funding for DoDEA to initiate an aggressive renovation, modernization or replacement program to raise all DoDEA schools to the Department's facility quality standard.

DoDEA's goal in this modernization program is to provide safe, secure, and well-managed environments that focus on student achievement. All DoDEA facilities receive special focus in four areas:

- **Safety and Security:** All facilities undergo two safety inspections per year and are required to meet the Anti-Terrorism/Force Protection regulations.
- **Education:** DoDEA has developed design standards and education specifications based on best-industry practices for school facilities.
- **Technology:** All schools have local area network cabling infrastructure.
- **Condition Quality:** Schools are assessed every three years. Most schools do not meet DoD's expected quality level.

The initiative is scheduled to span the next several fiscal years through Fiscal Year 2016 and will eventually result in the modernization of 134 schools worldwide. The \$3.7 billion in military construction (MILCON) needs for DoDEA facilities is a multi-year MILCON funding program that will bring all 970 DoDEA school facilities to DoD's acceptable quality standard of Q2 or better. The DoD Quality Rating ("Q-Rating") system is a 4-level system that describes the condition of a DoD facility, to include DoDEA schools. DoD has set a target of acceptable performance at Q2 and a useful life duration for school facilities of 45 years.

DoD and U. S. Departments of Education Memorandum of Understanding (MOU)

In 2008, the Deputy Secretaries of Defense and Education signed an MOU to create a formal partnership between the two departments to support the education of military students. Through the MOU, the agencies can now leverage their coordinated strengths to improve the educational opportunities of military-connected students.

The MOU provides a series of objectives and responsibilities shared by the agencies to assist states and communities as they prepare for projected increases in military-dependent students. The MOU defines, in general terms, the areas which the Departments will work together to strengthen and expand efforts to ease student transitions, including quality of education; student transition and deployment, data, communication, outreach, and resources. The MOU also creates a working group

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composed of members from the two departments who will work to implement the MOU as well as issue semiannual reports on their progress.

The U.S. Department of Education continues to reach out to stakeholders dedicated to the support of military-connected children in preparation for the reauthorization of ESEA. Current ESEA goals include closing the academic achievement gap, and helping all children learn by holding states and schools accountable for students' academic progress.

In February 2010, senior leaders from the U.S. Department of Education, met with key military family stakeholders to discuss the reauthorization of the ESEA. The meeting was part of the U.S. Department of Education's efforts to reach out to stakeholders in preparation for the reauthorization of ESEA. The discussion focused on military issues as they impact provisions and programs in the law and how a reauthorized ESEA can better support military impacted students.

Capitalizing on this opportunity, DoD supported the U. S. Department of Education's effort to include a reportable military child subgroup in ESEA. An ongoing challenge for the U.S. Department of Education, DoD, and other advocates identified through the collaborative discussions of the MOU working group is the lack of data on military children. Federal and state policies already require schools to report the school performance data on all students and to disaggregate the data demographically (grade, campus, race, gender, poverty, special education participation, etc.). In stark contrast, there is no data collected today by districts, states, the nation, or DoD to identify where military children are schooled or how military children perform in public schools. Specific data gaps include information on school transitions, academic performance, special program participation, attendance, and other high school graduation and postsecondary transitions. Designing a policy and a means to collect and use educational data to meet the needs of military children will provide a model for schools and states to better support all students, particularly those who are mobile – a group that could represent as much as 50 percent of an entire school population in urban areas today. Decision-making must be informed by precise data which identifies the enrollment of military children in public schools and their educational performance over time. Without this data, efforts to improve the educational outcomes of military children will be based on supposition and less likely to have a positive systemic effective. Creating a military student subgroup would allow educators and support organizations to identify where military children have the most academic problems and why, and target services for them. The ESEA has not yet been reauthorized.

An example of one initiative of the MOU working group is a project that is part of the Excellence in Government Program that is looking for ways to make the Impact Aid process easier and more efficient for LEAs. The current process of collecting the data from the required annual membership survey is both time and labor intensive. The process, especially for large LEAs, takes months of data collection, organization and

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processing to prepare for the annual application process. As the process is completely paper-based, there are also issues of storage and accessibility. Additionally, many LEAs complain that the poor return rate on the parent pupil survey form causes the LEA to lose Impact Aid funding as these children are not counted in the formula.

LEAs assert the process is contrary to the goals of paperwork reduction, efficiency, and the “green schools” initiative. In addition, there are several Government initiatives underway that seek to reduce the paperwork burden hours for federal programs. Impact Aid Section 8003 has the highest number of collection responses in the Office of Elementary and Secondary Education (OESE). The total collection hours for parent signature and LEA processing are 139,000 burden hours. This represents 97% of all time spent on data collection. Should the Office of Impact Aid develop a process by which LEAs can use student information systems (SIS) as a means of collecting and sorting data for the Impact Aid Section 8003 applications, the burden hours would be reduced by more than half resulting in a significant decrease in burden hours to both parents and the LEA.

The proposed project would establish a pilot program consisting of 6 LEAs currently receiving benefits from the Impact Aid Program under Section 8003, Payments for Federally-connected children. The proposed LEAs for this project include: San Diego, California; El Paso, Texas; Timber Lake, South Dakota; Douglas, South Dakota; Copperas Cove, Texas; and Fort Carson, Colorado. Each of these LEAs has an annual registration system and has a SIS that collects information that would allow it to sort the federally connected children into the appropriate categories. These LEAs will be used to benchmark the effectiveness of the SIS collection compared to the paper submissions. The pilot will collect the data on the survey dates from the SIS from their selected LEA and compare this data to the information submitted on the Impact Aid Section 8003 applications for fiscal years 2010 through 2012. The data collected will be compared to data in the Impact Aid System (IAS). The data will be analyzed to determine the delta between the two collections.

In addition, the pilot will look at the statutory requirements for data collection in the Impact Aid Statute. Based on the finding, the pilot will develop a set of parameters that an LEA must have in its IAS in order to use it for Impact Aid data collection purposes. The first outcome will be an analysis of the delta that exists between the data collected in the SIS and the information collected through the parent pupil survey and source check collections. Complications or obstacles encountered during the benchmarking process that may be used by the program as consideration of this process advances will also be identified. The second outcome will be to develop a set of parameters that an LEA must have in order to comply with the statutory and regulatory requirements and to promote the validity of the data collected.

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Answering the call outlined in the Strengthening Our Military Families to support military children in their transition and deployment related needs, DoD and U.S. Department of Education collaborated to provide guidance to school districts for approving block leave and to provide guidance to families about the importance of balancing the educational needs of their children when making plans for leave, permanent change of station, and other associated absences.

The Secretary of Education sent a letter to all district superintendents and chief state school officers to provide guidance on military-connected children and the need for flexibility related to deployment-related absences. In addition, a booklet on best practices was developed and published by the Military Child Education Coalition (MCEC) with input from U. S. Department of Education and DoD.

As a result of the U. S. Department of Education's initiative, many LEAs in military impacted school districts such as Morongo Unified serving Twentynine Palms Marine Corps Base, have instituted block leave policies into their district attendance policies in order meet the needs of military families and to support reintegration. LEA common attendance policy modifications that have been made in LEAs serving military children have included additional excused absences for reintegration time and the offering of independent study contracts for out-of-school time.

The Departments will continue their concerted efforts to build relationships between local communities, military installations, school districts, and our state and federal partners to address issues that affect the education and well-being of children of the military and their families.

DoDEA Educational Partnership Program

Like all parents, military parents want quality education for their children. A significant element of family readiness is an educational system that provides not only a quality education, but one that recognizes and responds to the unique needs of children of military families. DoD is committed to ensuring that the highest quality education is available to all military children, including the 92% of children that attend schools in LEAs. Partnership's mission is to carry out DoD's commitment to military children and serves to create productive partnerships with LEAs, the U. S. Department of Education, and other government agencies and non-profit organizations to harness and leverage resources to improve educational opportunities and outcomes for military children.

DoDEA Partnership shares its expertise, experience, and resources to assist military children attending public schools in the United States. Partnership strives to support children in their transitions to different schools, to sharpen the expertise of teachers and administrators in meeting the needs of military children, to educate parents on the LEAs academic requirements, and to provide assistance to LEAs on deployment support for military children. The Educational Partnership initiatives are intended to increase

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academic achievement, provide professional development for teachers, implement support practices that minimize the impact of transition and deployment, and provide access to rigorous educational opportunities.

Over the past three years, DoDEA has awarded \$97 million in grant funds to military-connected school districts nationwide. This year, DoDEA expects to award approximately \$30 million. The first phase of the fiscal year 2011 DoDEA Grant Program was the Request for Consideration (RFC). While the purpose of the funding has not changed, the eligibility criteria, selection process, and funding formula have. The changes expand the opportunity to a larger number of LEAs and emphasize funding LEAs that demonstrate the greatest need to enhance student achievement, expand learning opportunities, and ease the challenges military dependent students face.

DoDEA's Educational Partnership Program provides information and support to LEAs to increase understanding of the unique needs of military children and academic support to improve educational opportunities and outcomes for military children. DoDEA's Educational Partnership Program promotes quality education, seamless transitions, and deployment support through outreach and partnership development.

Baseline:

- There are 1.2 million military children worldwide; 85% are living in the United States; approximately, 62% are school age.
- There are 633,961 children of National Guard and Reserve Members.
- Data from the U.S. Department of Education reports that there are 351 LEAs with a military child enrollment of 5% or more.
- Military children, 6-18 years of age constitute 58% of children impacted by deployment; 33% are 6-11 years old and 25% are 12-18 years old.
- Approximately two million military children have experienced a parental deployment since 2001.
- Significant research surrounding the psychosocial effects of deployment on military children concludes that multiple deployments have effects on school performance and behavior.

DoDEA recognizes that supporting military children takes a school-wide effort, and professional development programs can help to inform school staff of the academic challenges military children face.

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Partnership Grants

In Fiscal Year 2007, DoDEA received authority in the John Warner National Defense Authorization Act to work collaboratively with the U.S. Department of Education in efforts to ease the transition of military students from attendance in DoDEA schools to attendance in LEAs that educate military students.

DoDEA supports research-based programs that aim to increase student achievement and ease the challenges that military children face due their parent's military service. The grant program provides resources to military-connected LEAs to develop and implement projects that are designed to:

- Promote student achievement in the core curricular areas.
- Ease the challenges that military students face due to transitions and deployments.
- Support the unique social and emotional needs of military students.
- Promote distance learning opportunities.
- Improve educator professional development.
- Enhance and integrate technology.
- Encourage parental involvement.

In 2011, DoDEA awarded \$68 million to 57 military-connected LEAs. To be eligible for the program, LEAs were required to have a military student population of at least 5 percent at the district level and 15 percent at each participating school.

One aspect of assistance is the authority to issue grants for programs that enhance student achievement -- including grants for STEM initiatives. The grant program provides assistance to support quality programs and strategies to improve academic achievement and learning outcomes of children of military members.

In addition, DoDEA answered the call outlined in the Presidential report, *Strengthening Our Military Families*, to leverage support to expand access to Advanced Placement math and science courses for the children of military families. Nearly \$10 million in grant funds have been awarded to the National Math Science Initiative (NMSI) for its Initiative for Military Families (IMF) program. IMF introduces rigorous math, science, and English classes in military-connected public high schools through the Advanced Placement Training and Incentive Program (APTIP). APTIP improves student

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achievement by increasing the number and diversity of students taking and passing College Board Advanced Placement courses and exams in math, science, and English.

DoDEA also piloted a Virtual Learning program by awarding a total of \$8.7 million to five military-connected LEAs. The program is intended to supplement existing curricula, provide continuity of instruction, and promote credit recovery for transitioning students. More specifically, the program aims to expand access to education and provide online curricular options to increase college and career readiness by addressing the needs of transitioning students and children of military families. The recipients are: Alamogordo Public Schools, Anchorage School District, Hawaii Department of Education, San Diego Unified School District, and Travis Unified School District.

Furthermore, DoDEA awarded nearly \$4.8 million to the Hawaii Department of Education. Hale Kula Elementary School and Wheeler Middle School will use \$482,000 to implement blended learning programs that will allow teachers to individualize and differentiate instruction for students via technology while also providing face-to-face direct instruction. More than \$1.9 million in grant funds will be used to expand the virtual learning platform through the Hawaii Virtual Learning Network. This program provides student centric educational experiences with courses that match student interests and learning styles, ease transitions by offering continuity of educational programs, and enhance the educational experiences within and outside the school day. In addition, \$1.3 million will be used to fund the expansion of the Advancement Via Individual Determination (AVID) program throughout the Radford Complex. As a part of a larger grant to NMSI, \$1.1 million was awarded to two military impacted high schools.

To date, DoDEA has awarded three-year Educational Partnership Grants to three consecutive cohorts of LEAs. In 2009, 45 grants were awarded, 32 grants were awarded in 2010 and 62 were awarded in 2011. These grants allow the implementation of projects that enhance learning opportunities, student achievement, and educator professional development in schools where at least 15 percent of enrolled students come from military families.

DoDEA awarded a grant to the University of Southern California (USC) School Of Social Work and a consortium of eight school districts to develop interactive resources for teachers, principals, and school support personnel to enhance their understanding of the challenges military children can experience, and to prepare them to appropriately respond to the intense experiences of children with deployed parents.

Through a DoDEA grant, Old Dominion University's Center for Educational Partnership has partnered with Newport News Public Schools in Newport News, Virginia to pilot a new program called Teaching Education and Awareness for Military-connected Students (TEAMS). TEAMS strives to create school settings where every military child is educated by individuals who are well prepared to effectively respond to the unique

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learning and social-emotional needs of military connected children. The program ensures that new and practicing educators have the awareness, knowledge, and evidence-based competencies necessary to maximize learning for students of military families. TEAMS has created a 12 credit graduate certificate program that will ensure that educators are equipped to provide sustainable, comprehensive school-based responses to the needs of military-connected students. A comprehensive Assessment Toolkit for Developing and Demonstrating a Military Conscious School (Mil-CAT) will be employed as part of the grant. The Mil-CAT will help the Newport News school district determine strengths and needs as they provide support to military children and their families.

Since 2008, DoDEA has awarded \$180 million in grants to over 100 military-connected LEAs. These three-year projects impact nearly 230,000 students from military families and more than 620,000 students overall.

The Educational Partnership grants are located across all levels of PreK-12 schools. Of the 2009 and 2010 grants, the majority (60%) of the 412 participating schools are elementary schools. About 17% of the schools are middle schools and nearly 20% are high schools. Nearly 40% of these did not make their respective states' adequate yearly progress (AYP) requirements in school year 2009-10. These data indicate that DoDEA is meeting its priority of awarding grants to low performing schools in districts that serve military installations experiencing significant military student growth.

Special Education Professional Development

The DoDEA Educational Partnership Branch, in collaboration with Cambium Learning Group, Inc., developed special education professional development modules and provided them to military-connected LEAs. The modules are available on DVD and are downloadable from the Internet. Facilitator guides are included to provide additional resources for each module, including implementation and evaluation content. The nature of the modules makes them valuable to individual teachers seeking to gain new knowledge and skills; or, they can be used by schools and LEAs seeking to implement the specified practices collectively.

In addition to the modules being available as a stand-alone product, the Educational Partnership Program offered four face-to-face professional development seminars using the modules in the summer of 2011. The four-day seminars were hosted by the Okaloosa County Public Schools in Fort Walton Beach, FL, Fountain Fort Carson School District in Colorado Springs, CO, Virginia Beach City Schools in Virginia Beach, VA, and Killeen Independent School District in Killeen, TX. The seminars included training for 150 participants, including special education teachers, regular education teachers, and school administrators. The most popular sessions were Autism and Challenging Behaviors.

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To date, DoDEA has distributed 220 Special Education module sets to LEAs and trained 529 teachers and administrators from eight LEAs.

Students at the Center: A Resource for Military Families, Military Leaders and School Leaders

The *Students at the Center* guide outlines the important policies, procedures, and best practices that will enable military families, military leaders, and school leaders to provide military-connected children the best possible support for success. Throughout the guide are resources designed to aid everyone involved in providing quality education for military families. The resource serves to:

- Empower parents to be better advocates for their children and to more fully understand the rules and policies LEAs must adhere to while meeting the needs of all of their students;
- Inform Military leaders on how to best to work with LEAs to meet the needs of our families and to take advantage of resources available through DoD; and
- Assist LEAs around the country that have within their populations, the children of our Soldiers, Sailors, Airmen, Marines, Coast Guardsmen, National Guardsmen, and Reservists.

The web version of the guide is available at www.militaryk12partners.dodea.edu. The print and DVD versions of the resource guides are available through MilitaryOneSource.com. To date over 13,500 *Students at the Center* guides have been distributed.

Keeping Students at the Center -- School Liaison Web-based Online Course

DoDEA is committed to supporting military families, military leaders and military-connected schools nationwide to ensure that they are responsive to the unique needs of military children, families, and commands. Military leadership and military families need to have the necessary resources and information available to understand the framework of the education system. The SLO can be an effective resource for not only military children, families and commands, but also educators who serve them. In most instances, it is not the SLO's responsibility to fix a problem, but rather to inform and link the military family with educators, individuals, or groups that can appropriately address the issue.

In response to feedback from the Military Services, the Educational Partnership Program agreed to develop, design, and produce web-based modular online courses for SLOs entitled, "Keeping Students at the Center." The modules are designed to support SLOs by providing the information, tools, and resources needed to work effectively with

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families, schools, and communities to ensure the academic success of military-connected children.

A focus of the online courses is to provide relevant training to SLOs and helpful information in a format that is engaging, insightful, thought provoking. SLOs will be able to gain a workable knowledge of the content, readily utilize the information, and effectively explain the content during briefings. Included in the modules are downloadable presentations/briefings, fact sheets and links to relevant websites and resources that SLOs can use in various settings.

The course is intended to augment, not replace, specific training each Military Service provides for its own SLOs.

Educational Options and Performance of Military-Connected Districts Report and Research Study

Section 537 of the National Defense Authorization Act for Fiscal Year 2010 directed the Secretary of Defense, in consultation with the Secretary of Education, conduct a study on options for educational opportunities that are, or may be, available for dependent children of members of the Armed Forces.

To complete the study, DoDEA contracted with the American Institutes of Research (AIR). The study was conducted with the purpose of improving the DoD's understanding of how military-connected school districts compare to other districts and of the educational options available to military children. The study will also serve to inform educational programs in multiple agencies, including DoDEA and the U.S. Department of Education, about the experiences of military connected children and the resources available to them, while serving as a first step in understanding how military connected school districts are performing. The study examined how military dependent students in eight military-connected school districts are performing relative to other children in the same districts. The researchers examined the two groups comparing demographics, assessment results, attendance, disciplinary problems, and mobility. Although the sample of districts was small, the research findings are largely in line with existing research on demographics and assessment results.

Overall, the findings indicate that military connected students were among the higher achieving students in the eight districts. Military connected students performed best in reading and English/language arts in grades 3-8, while performing weaker in math at the high school level. When looking at the demographics of military-connected students and other students, they had important differences, which when taken into account, the two groups have similar levels of achievement in the majority of districts examined.

The report can be found at: <http://www.militaryk12partners.dodea.edu/docs/2011-air-report.pdf>.

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Military and Family Life Consultant Program

In response to the increasing number of children with a deployed parent, DoD expanded the Child and Youth Behavioral MFLC program to support and augment military-connected public schools. The program is also utilized in DoDEA schools. The Child and Youth Behavioral MFLCs provide non-medical support to faculty, staff, parents, and children for issues amenable to short-term problem resolution such as school adjustment issues, deployment and reunion adjustments, and parent-child communications. There are currently 220 MFLCs in 337 military-connected schools serving over 113,705 students.

Tutor.com

All military families, including Active Duty, National Guard and Reserves, have access to a free, online tutoring program provided by DoD called Tutor.com for Military Families. The program offers military families access to professional tutors 24/7, and has helped military families more than 400,000 times with homework, studying, and test preparation. This service is especially helpful for students who have a parent deployed or need help with schoolwork when relocating.

Tutors help K-12 students in all skill levels—from elementary to college intro—in math, science, social studies and English. Funded by the DoD MWR Library Program and the Yellow Ribbon Reintegration Program, eligible military members and their dependents can obtain access at no charge at www.tutor.com/military.

U. S. Department of Education

The President’s Educate to Innovate Campaign will mobilize its efforts to support military children’s math and science achievement. As a key step, the National Math and Science Initiative, in partnership with the Office of Science and Technology, the DoD, and leading non-profits and companies, will lead efforts to expand access for military-connected children to attend Advanced Placement classes in STEM in public high schools that serve a large number of military families.

In order to encourage quality family reintegration time, the U.S. Departments of Education and Defense have provided guidance to school districts based on best practices for approving “block leave.” The concept seeks to permit students to take time to be with a recently-returned deployed parent while minimizing the impact on their course of study or attendance record.

The Secretary of Education’s *Priority for Military Families* established a priority for discretionary grants that can now be applied to favor grant applications with the goal of meeting the needs of Service members, spouses, military-connected children, and veterans. Additionally, the U.S. Department of Education is seeking new means of collecting and reporting data to promote transparency around the performance of military-connected children as part of the reauthorization of the ESEA. Data collection is

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critical to directing education and counseling resources to those areas most impacted by deployments and other stressors.

In June, the U. S. Department of Education presented at the 2011 National Charter Schools Conference in Atlanta, GA. The session provided information about charter schools on military bases. Included were such topics as starting a charter school, allocating spaces, facilities, transportation, security issues, and federal support available for charter schools serving military families. The military panel was moderated by John Bray, Senior Communications Associate for the National Charter School Resource Center and included panelists that have successfully started charter schools to serve military installations, and educational leaders that have assisted in the establishment of the schools. The panelists included: Jane Dye, principal of Belle Chasse Academy, a K-8 charter school located on Naval Air Station/Joint Reserve Base New Orleans; Michael Toriello, deputy base civil engineer at Davis-Monthan Air Force Base in Tucson, Arizona.; Lloyd Matthews, senior program manager/analyst for charter schools, Impact Aid Program, U.S. Department of Education, Office of Elementary and Secondary Education; and Jean Silvermail, Director, Military Child Education Division for U.S. Pacific Command.

The Learning Registry (learningregistry.org), a joint project of the U. S. Department of Education and Defense, was launched in November 2011. The Learning Registry provides an infrastructure that enables educators and students to discover and use the learning resources held by federal agencies and partners. Learning Registry capitalizes on the quality resources from government institutions and the commercial sector that already exists and enables better access to the resources while promoting the building of interconnected and personalized learning solutions. The launch is an important milestone in the effort to more effectively share information about learning resources among a broad set of stakeholders in the education community.

Learning Registry was made possible by a \$2.6 million investment, with the Departments of Education and Defense contributing \$1.3 million each to the effort. The project is a collaborative effort among many organizations that want to share information and innovative learning resources with one another and the public. Federal agencies participating in the Learning Registry community, in addition to U.S. Departments of Education and Defense, include the National Archives and Records Administration, the Library of Congress, and the Smithsonian Institution.

Finally, the U.S. Department of Education continues to work on improving Impact Aid funding of school districts serving military children. This includes allowing school districts that experience high growth due to military base realignment to apply for funds using current year, versus previous year, student counts.

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National Governors Association Center for Best Practices and Council of Chief State School Officers (CCSSO)

States developing shared common and high academic standards and measures of achievement offer great benefit to military families. The Common Core State Standards Initiative (CCSI) is a state-led effort coordinated by the National Governors Association Center for Best Practices and the CCSSO. The standards were developed by states in collaboration with content experts, teachers, and school administrators to provide a clear and consistent framework to prepare children for college and the workforce. Currently 45 states, the District of Columbia, and DoDEA have committed to adopting the standards set forth by the CCSI. This will benefit military-connected families as they move from state to state, no longer subject to widely varying state standards.

Military Service Initiatives

United States Army

The United States is currently engaged in the longest war sustained by an All-Volunteer Force at any time in the Nation's history. The Army is engaged on multiple fronts, including the recently completed force drawdowns in Iraq, the manned force drawdown in Afghanistan, Defense Global Posture Realignment, and completion of the requirements of BRAC 2005 at the end of Fiscal Year (FY) 11. Ten years of conflict, characterized by repeated, lengthy deployments, have stressed Army Soldiers, Families and Civilians. This environment places tremendous stress on the Force.

Army School Support Services has a unique and important role to play in supporting Soldier and Family well-being and preserving the All-Volunteer Force. Since 1998, as an outgrowth of the Army's landmark *Secondary Education Transition Study* research, the Army has developed specific and targeted school support actions. Currently, those actions include:

The five-year *Army School Support Services Strategic Plan* continues to build a support system to address learning environments, academic skills, and personal management skills to ensure positive outcomes for Army children and youth. The plan was developed using evidence-based practices and represents the collaborative efforts of school systems, national, state, and LEAs, public and private sector youth service organizations, and community groups and Army personnel. The *Army School Support Services Strategic Plan* goals are: (1) Standardize Army School Support Services for all Army Families; (2) Advocate for quality education for Army children and youth; (3) Promote programs and services to support Army Families and stakeholders during all transitions, deployments, and Army transformations; and (4) Develop a strategic marketing plan for Army School Support Services.

As part of the *Army School Support Services Strategic Plan*, School Liaison Officers with strong educational backgrounds and experience are located on each Army garrison.

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Currently, 110 School Liaison Officers provide support to CONUS and OCONUS Garrison Commanders, Army Families, and school districts. SLOs advise garrison command staff on matters related to schools, assist Army Families with school issues, communicate information and support services to Army Families and schools, support Army Families during school transitions, collaborate with school districts to build positive relationships and address issues that impact Army students, facilitate training for parents, schools, and garrisons, and foster reciprocal transition practices among school districts and increase school transition predictability for Army Families.

- The Army is committed to enhancing the expertise of SLOs and other military professionals and has developed leadership development opportunities and an online training course of study for SLOs. In addition, Army-sponsored professional development opportunities for school districts build staff and student resilience and skills. Key programs prepare educators to address the school transition concerns of mobile students and teach educators, community professionals, and family members how to support military children during times of uncertainty, trauma and grief.

Army School Support Services provides a Commanders 101 Guide to Garrison Commanders with information designed to increase involvement with school boards and LEAs and improve availability of student and soldier data and demographics for better decision making:

Currently, 165 DoD Military Family Life Consultants support student behavioral health needs in schools on and off post and 158 DoD Child Behavioral Consultants are assigned to 64 Army garrisons.

Army School Support Services supports youth sponsorship programs in CONUS and OCONUS school districts to ease student transitions. Parent training and parent advocacy cadres at 23 highly impacted garrisons provide support and encouragement to Army parents to help their children learn, grow, develop, and realize their full potential.

Academic support is provided to children and youth through online tutoring in math, science, English, and social studies. Army School-Age Centers (grades K-5) and Youth Centers (grades 6-12) at each garrison include a Homework Center, creating a safe and familiar academic support environment before and after school. Garrison SLOs provide homeschool resources to Army Families and the Army's *Strong Beginnings* preschool program prepares children for kindergarten.

Recognizing that the strength of Army Soldiers comes from the strength of their Families, Army School Support Services is dedicated to supporting Soldiers and Families and fulfilling the Army promise to provide excellent school support services to Army Families.

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United States Marine Corps

The Marine Corps School Liaison Program is staffed by 25 School Liaisons at the 17 major installations and the headquarters. Their mission is to identify and coordinate community resources to reduce the impact of the mobile lifestyle on military school-age children and families, to implement predictable support services that assist children/youth with relocations, life transitions, and achieving academic success, and to provide a wide range of resources that facilitate successful school transitions for parents, students, schools, commanders, and communities. This includes forming partnerships with schools, other agencies, and installation units, assisting school districts in applying for available grants, and disseminating information on supportive programs like Tutor.com, SOAR, and SAS Curriculum pathways. With the end strength of 202,000, the Marine Corps has over 66,000 school-aged children. These children face unique challenges associated with the mobile military lifestyle, and the Marine Corps' high deployment cycle and large number of Marines deployed. Recognizing that these children face additional challenges, the Marine Corps established the School Liaison Program (SLP) in 2008 with the assignment of 18 SLOs to identify and coordinate resources, to implement predictable support services, and to provide a wide range of resources that facilitate successful school transitions. Realizing the importance of the services and assistance to the families, the SLP expanded to 22 Installation School Liaisons, 2 Regional School Liaisons, and a Headquarters Senior School Liaison as the program manager. With this structure, the SLP provides input and direction at the national policy level, provides for appropriate representation at state and national organizations, and ensures efficient and effective program implementation that is consistent and predictable for Marine families as they transition. The roles of the Marine Corps School Liaisons include:

- The School Liaisons advocate for military-connected, school-aged children at public, private, and home schools and form partnerships with schools and other agencies in an effort to improve access and availability to quality education;
- School Liaisons are actively involved in efforts to assist school districts in applying for available competitive and non-competitive grants, and focusing on issues arising with military-connected school aged children. They also assist the local school agencies with applying for MFLCs to assist students, teachers, administrators, and parents with deployment related issues and training;
- School Liaisons are involved in actively promoting and disseminating information to United States Marine Corps families about free, online programs available to military students and their parents to enhance and improve academic performance such as: Tutor.com, Student Online Achievement Resources, and SAS Curriculum Pathways;

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- School Liaisons assist the families with school transitions associated with the frequent moves resulting from military moves as well as to mitigate education transition issues.

United States Navy

The Navy is entering the fourth year of providing Child Youth and Education Services (CYES) in all communities serving Navy families. The primary focus of programming is established to meet National Defense Authorization Act authority (Section 1785 of Title 10, United States Code) for Youth Sponsorship. Navy established HQ CYES under Navy CYP and focuses on K-12 issues to ease transition of children of families during change of station and deployments.

The Navy by its core mission is an expeditionary force that has experienced more than two-hundred years of deployment and continues to experience demands on active duty and reserve Sailors and their families, which includes up to 70% of Sailors in some phase of a deployment cycle. In addition, up to one-third of Navy families are moving between duty stations in any given calendar year causing Navy associated children to attend six to nine different schools in the Kindergarten through 12th grade years.

Navy Commanders and fifty-eight SLOs world-wide work to ensure state legislators, state and local level educators and education policymakers are aware of the K-12 education challenges facing military associated children, and work to support state participation in the Interstate Compact on Educational Opportunity for Military Children.

In the past year Navy CYP has used both CYES and Youth/Teen Programs to address the K-12 education needs of our children. Specifically, the Navy has taken a more robust look at executing our seven core areas of programming that includes:

- School Transition Support: moving between installations;
- Deployment Support: assistance to families experiencing all phases of deployment;

Special Education System Navigation; providing focuses support to families with children having special needs;

- Command, Educator, Community, and Parent communications;
- Home School Support;
- Partnerships in Education (PIE); and

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- Post Secondary Preparations.

During School Year 2010/2011 our CYES teams worked very hard with their LEAs to establish strong connections between schools and our Navy installations. The system created a hallmark in the Navy's "school-based" programming concept. Navy installations work very closely with schools serving military children to provide in-school support systems. In School Year 2011/2012 Navy leadership supported an aggressive plan for CYES to take school-based programming to the next level. In the more aggressive plans, Navy communities have included taking their Fleet and Family Support Program (FFSP) partners into the schools as well.

Lastly, Fleet and Family Support with the new addition of the Exceptional Family Member Program Liaison (EFMPL) to their program has been a valuable new member of the Navy CYES team in our schools. The EFMP Liaisons partnership with the SLO offers an additional resource to assist our families in K-12 Special Education System Navigation. We look forward to this new stakeholder creating increased ways to leverage our school-based work with school systems serving Navy families.

The Navy is proud of a strong history of working very closely with our community partners. The efforts of its Commanders and the commitments from communities serving Navy families have laid the groundwork for successfully planning for and carrying out changes in its mission requirements.

United States Air Force

Air Force families across the world include 175,000 children ages 5-18 and these children generally move more than six to nine times during their K-12 schools years, often making multiple moves in high school years alone. Academic standards, promotion/graduation requirements, services for children with special needs, eligibility for sports and extracurricular activities, and the transfer and acceptance for records vary greatly from state to state and even district to district. While these are not new issues, and are not limited to Air Force, national emphasis on quality education and higher standards for admission to many post high school education and training institutions increase the stakes like never before. In addition, the added stress of family separation due to deployments and downsizing due to force shaping has combined with school transition issues to increase the need for providing information and support to military families dealing with military-connected student education issues.

The Air Force continues to sustain its emphasis on military child education, which began in 2001, with designating installation level senior military officer representatives for area school boards to advocate with community and school leaders for the interests of military families. Air Force also continues to disseminate best practices, training and resource materials regularly to keep stakeholders abreast of child education issues and ways to

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enhance local area solutions. Due to senior leadership support and funding, all Air Force installations have a full time civilian SLO position. Primary responsibilities include working with parents, school staff, other installation helping agencies, and base leadership to ease the school transition of military connected students. The SLOs work on individual and systemic issues related to ensuring military children have the best educational options available. SLOs work in close collaboration with Air Force Exceptional Family Member Program Coordinators, located at 35 installations, to close the education gaps pertaining to children with special needs.

The Air Force continues to partner with such organizations as DoDEA, the U. S. Department of Education, Military Impacted Schools Association, Military Child Education Coalition, and National Military Family Association as we strive to meet the need to provide support to our children who face the tough challenges of our mobile military lifestyle and the anxiety of parental separation.

VI. CONCLUSION

The projected student population figures given in this report represent a snapshot in time and will increase or decrease depending on: 1) mission requirements; 2) timely completion of infrastructure, such as housing and utilities; and 3) the military members' decisions about the best time to relocate their school-age children. The most accurate and up-to-date information comes from communities working closely with military installation commanders. Experience demonstrates that communities that work collaboratively with their state(s), installation commanders and business leaders are able to develop and successfully execute educational growth plans that are viable, sustainable, and accurately reflect the unique needs of that community.

Although the restructuring of military installations presents many challenges, both growth and the subsequent expansion of communities represent positive potential. Partnerships and collaborative planning between school systems and the military are crucial. DoD views this as shared responsibility among the military, supporting communities, and families all working together toward a common goal.

Progress has been made on many fronts and many initiatives are ongoing to provide assistance to LEAs that experience growth in the enrollment of military dependent students and to aid students during times of transition and deployment.

Quality education of military children affects enlistment, retention, and morale, and has a role in operational readiness. Therefore, the Department will continue its concerted efforts to build relationships between local communities, military installations, LEAs, and our state and federal partners to address issues that impact the education and well-being of military dependents and their families.

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Appendix 1: Projected Military Student Growth and Loss by State

State	Service	Installation	SY 11/12			SY 12/13			Total MIL	Total CIV	Total CTR	Grand Total
			MIL	CIV	CTR	MIL	CIV	CTR				
GA	USAF	Warner-Robins AFB	(20)	34	2	(10)	16	10	(30)	50	12	32
HI	USA	Fort Shafter	(31)	15	0	15	41	0	(16)	56	0	40
HI	USMC	MCB Hawaii	2	(21)	0	64	3	0	66	(18)	0	48
HI	USA	Schofield Bks Mil Res	(110)	27	0	(35)	6	(1)	(145)	33	(1)	(113)
ID	USAF	Mountain-Home AFB	(11)	3	10	(2)	(5)	(115)	(13)	(2)	(105)	(120)
IL	USA	Rock Island Arsenal	(1)	(44)	(41)	1	0	(2)	0	(44)	(43)	(87)
IL	USAF	Scott AFB	0	0	0	0	0	0	0	0	0	0
IN	USA	Crane Army Ammo Activity	0	43	0	0	0	0	0	43	0	43
IN	USA	Newport Chem Depot	(1)	(15)	(190)	0	0	0	(1)	(15)	(190)	(206)
KS	USA	Fort Leavenworth	37	69	0	47	5	0	84	74	0	158
KS	USA	Fort Riley	(131)	24	(152)	(32)	(30)	(24)	(163)	(6)	(176)	(345)
KS	USAF	McConnell AFB	16	0	0	16	0	0	32	0	0	32
KY	USA	Fort Campbell	(139)	30	(167)	(186)	1	(440)	(325)	31	(607)	(901)
KY	USA	Fort Knox	24	(169)	(126)	(2)	17	(146)	22	(152)	(272)	(402)
LA	USAF	Barksdale AFB	277	26	0	133	42	0	410	68	0	478
LA	USA	Fort Polk	(7)	3	0	(84)	0	0	(91)	3	0	(88)
LA	USN	NAS JRB New Orleans	1	0	0	0	0	0	1	0	0	1
MA	USAF	Hanscom AFB	(5)	154	(131)	(2)	21	(11)	(7)	175	(142)	26
MA	USA	Soldier Systems Center	0	21	(2)	0	12	(1)	0	33	(3)	30
MD	USA	Aberdeen Proving Ground	594	180	250	(9)	1	69	585	181	319	1,085
MD	USA	Adelphi Lab Center	(3)	24	18	0	0	0	(3)	24	18	39
MD	USA	Fort Detrick	(7)	(21)	96	13	6	13	6	(15)	109	100
MD	USA	Fort Meade	148	85	86	(2)	1	(2)	146	86	84	316
MD	USA	Glen Annexes	104	116	408	0	0	0	104	116	408	628
MD	USAF	Joint Base Andrews	0	0	0	6,132	1,283	744	6,132	1,283	744	8,159
MI	USA	Detroit Arsenal	(3)	33	3	(2)	39	(26)	(5)	72	(23)	44
MO	USA	Fort Leonard Wood	(87)	45	0	27	(1)	0	(60)	44	0	(16)
MO	USAF	Whiteman AFB	19	0	0	(3)	0	0	16	0	0	16
MS	USAF	Columbus AFB	0	0	0	0	0	0	0	0	0	0
MS	USAF	Keesler AFB	(3)	17	(14)	3	17	14	3	17	14	34
MT	USAF	Malmstrom AFB	1	0	0	1	0	0	2	0	0	2
NC	USMC	Camp Lejeune	23	(266)	0	39	17	0	62	(249)	0	(187)
NC	USA	Fort Bragg	214	114	451	(279)	(74)	70	(65)	40	521	496
NC	USMC	MCAS Cherry Point	(208)	(14)	0	27	0	0	(181)	(14)	0	(195)
NC	USMC	MCAS New River	407	(3)	0	(4)	0	0	403	(3)	0	400
NC	USAF	Seymour-Johnson AFB	(7)	4	4	0	(1)	(1)	(7)	3	3	(1)
ND	USAF	Grand Forks AFB	14	4	0	0	0	0	14	4	0	18
ND	USAF	Minot AFB	0	0	0	0	(17)	0	0	(17)	0	(17)
NE	USAF	Offutt AFB	3	5	(117)	(2)	0	0	1	5	(117)	(111)
NH	USN	NSY Portsmouth	18	6	0	0	0	0	18	6	0	24
NJ	USA	Fort Monmouth	0	(411)	(117)	0	0	(28)	0	(411)	(145)	(556)
NJ	USAF	Joint Base McGuire-Dix-Lakehurst	76	0	0	0	0	0	76	0	0	76
NJ	USA	Picatinny Arsenal	2	(4)	0	1	13	0	3	9	0	12
NM	USAF	Cannon AFB	208	3	0	240	7	0	448	10	0	458
NM	USAF	Holloman AFB	(211)	2	(3)	(1)	0	(29)	(212)	2	(32)	(242)
NM	USAF	Kirtland AFB	46	62	(21)	(1)	3	(36)	45	65	(57)	53
NM	USA	White Sands Missile Range	(34)	48	0	0	(1)	0	(34)	47	0	13
NV	USAF	Creech AFB	73	(2)	(7)	0	0	0	73	(2)	(7)	64
NV	USAF	Nellis AFB	120	86	(10)	(3)	0	0	117	86	(10)	193
NY	USA	Fort Drum	(107)	9	(68)	(6)	(1)	(2)	(113)	8	(70)	(175)
NY	USA	Fort Hamilton	(9)	8	0	1	29	0	(8)	37	0	29
NY	USA	Fort Totten	(1)	(10)	0	(1)	(1)	0	(2)	(11)	0	(13)
NY	USA	Watervliet Arsenal	0	(35)	(10)	0	0	0	0	(35)	(10)	(45)
NY	USA	West Point Mil Reservation	(5)	22	0	(2)	(2)	0	(7)	20	0	13
OH	USAF	Wright-Patterson AFB	624	554	578	0	0	0	624	554	578	1,756
OK	USAF	Altus AFB	(2)	0	0	(2)	0	0	(4)	0	0	(4)
OK	USA	Fort Sill	(243)	41	(2)	(86)	0	(192)	(329)	41	(194)	(482)
OK	USA	McAlester AAP	0	(249)	0	0	0	0	0	(249)	0	(249)
OK	USAF	Tinker AFB	(10)	155	(54)	0	12	(1)	(10)	167	(55)	102
OK	USAF	Vance AFB	(33)	(9)	0	13	1	0	(20)	(8)	0	(28)
PA	USA	Carlise Barracks	10	4	0	3	(1)	0	13	3	0	16

Appendix 2: Projected Military Student Growth and Loss by Service

Service	State	Installation	SY 11/12			SY 12/13			Total MIL	Total CIV	Total CTR	Grand Total
			MIL	CIV	CTR	MIL	CIV	CTR				
USA	AK	Fort Greeley	0	4	1	0	0	0	0	4	1	5
USA	AK	Fort Wainwright	69	52	0	20	0	0	89	52	0	141
USA	AL	Anniston Army Depot	0	(93)	(119)	0	(70)	(79)	0	(163)	(198)	(361)
USA	AL	Fort Rucker	2	24	(2)	48	(4)	(4)	50	20	(6)	64
USA	AL	Redstone Arsenal	3	149	(365)	1	(51)	(30)	4	98	(395)	(293)
USA	AR	Pine Bluff Arsenal	0	(18)	(6)	(1)	(47)	(16)	(1)	(65)	(22)	(88)
USA	AZ	Fort Huachuca	(207)	116	55	(36)	39	(33)	(243)	155	22	(66)
USA	AZ	Yuma Proving Ground	(5)	50	0	0	3	0	(5)	53	0	48
USA	CA	Camp Pendleton	0	(3)	0	0	0	0	0	(3)	0	(3)
USA	CA	Fort Hunter Liggett	(2)	12	(6)	0	0	(5)	(2)	12	(11)	(1)
USA	CA	Moffett Comm Housing	(7)	60	0	0	(1)	0	(7)	59	0	52
USA	CA	NTC and Fort Irwin	(8)	71	(1)	8	(12)	0	0	59	(1)	58
USA	CA	Presido of Monterey	275	0	0	(75)	29	(82)	200	29	(82)	147
USA	CA	Sierra Army Depot	0	0	(15)	0	(34)	0	0	(34)	(15)	(49)
USA	CO	Fort Carson	19	38	(316)	212	(20)	(77)	231	18	(393)	(144)
USA	DC	Fort McNair	15	5	0	0	0	0	15	5	0	20
USA	DC	Walter Reed AMC	(100)	(38)	0	0	0	0	(100)	(38)	0	(138)
USA	FL	US Army Garrison-Miami	(12)	(2)	0	(2)	0	0	(14)	(2)	0	(16)
USA	GA	Fort Benning	125	54	(49)	64	(7)	(6)	189	47	(55)	181
USA	GA	Fort Gillem	0	(17)	0	0	0	0	0	(17)	0	(17)
USA	GA	Fort Gordon	2	79	133	(214)	12	(11)	(212)	91	122	1
USA	GA	Fort McPherson	2	(4)	0	(2)	0	0	0	(4)	0	(4)
USA	GA	Fort Stewart	75	48	0	28	0	0	103	48	0	151
USA	GA	Hunter AAF	(152)	1	0	(33)	0	0	(185)	1	0	(184)
USA	HI	Fort Shafter	(31)	15	0	15	41	0	(16)	56	0	40
USA	HI	Schofield Bks Mil Res	(110)	27	0	(35)	6	(1)	(145)	33	(1)	(113)
USA	IL	Rock Islead Arsenal	(1)	(44)	(41)	1	0	(2)	0	(44)	(43)	(87)
USA	IN	Crane Army Ammo Activity	0	43	0	0	0	0	0	43	0	43
USA	IN	Newport Chem Depot	(1)	(15)	(190)	0	0	0	(1)	(15)	(190)	(206)
USA	KS	Fort Leavenworth	37	69	0	47	5	0	84	74	0	158
USA	KS	Fort Riley	(131)	24	(152)	(32)	(30)	(24)	(163)	(6)	(176)	(345)
USA	KY	Fort Campbell	(139)	30	(167)	(186)	1	(440)	(325)	31	(607)	(901)
USA	KY	Fort Knox	24	(169)	(126)	(2)	17	(146)	22	(152)	(272)	(402)
USA	LA	Fort Polk	(7)	3	0	(84)	0	0	(91)	3	0	(88)
USA	MA	Soldier Systems Center	0	21	(2)	0	12	(1)	0	33	(3)	30
USA	MD	Aberdeen Proving Ground	594	180	250	(9)	1	69	585	181	319	1,085
USA	MD	Adelphi Lab Center	(3)	24	18	0	0	0	(3)	24	18	39
USA	MD	Fort Detrick	(7)	(21)	96	13	6	13	6	(15)	109	100
USA	MD	Fort Meade	148	85	86	(2)	1	(2)	146	86	84	316
USA	MD	Glen Annexes	104	116	408	0	0	0	104	116	408	628
USA	MI	Detroit Arsenal	(3)	33	3	(2)	39	(26)	(5)	72	(23)	44
USA	MO	Fort Leonard Wood	(87)	45	0	27	(1)	0	(60)	44	0	(16)
USA	NC	Fort Bragg	214	114	451	(279)	(74)	70	(65)	40	521	496
USA	NJ	Fort Monmouth	0	(411)	(117)	0	0	(28)	0	(411)	(145)	(556)
USA	NJ	Picatinny Arsenal	2	(4)	0	1	13	0	3	9	0	12
USA	NM	White Sands Missile Range	(34)	48	0	0	(1)	0	(34)	47	0	13
USA	NY	Fort Drum	(107)	9	(68)	(6)	(1)	(2)	(113)	8	(70)	(175)
USA	NY	Fort Hamilton	(9)	8	0	1	29	0	(8)	37	0	29
USA	NY	Fort Totten	(1)	(10)	0	(1)	(1)	0	(2)	(11)	0	(13)
USA	NY	Watervliet Arsenal	0	(35)	(10)	0	0	0	0	(35)	(10)	(45)
USA	NY	West Point Mil Reservation	(5)	22	0	(2)	0	0	(7)	20	0	13
USA	OK	Fort Sill	(243)	41	(2)	(86)	0	(192)	(329)	41	(194)	(482)
USA	OK	McAlester AAP	0	(249)	0	0	0	0	0	(249)	0	(249)
USA	PA	Carlise Barracks	10	4	0	3	(1)	0	13	3	0	16
USA	PA	Letterkenny Army Depot	0	15	(100)	0	(1)	0	0	14	(100)	(86)
USA	PA	Tobyhanna Army Depot	(1)	4	(11)	0	10	(11)	(1)	14	(22)	(9)
USA	SC	Fort Jackson	57	97	0	(35)	30	0	22	127	0	149
USA	TX	Corpus Christi Army Depot	0	(7)	(30)	0	0	(3)	0	(7)	(33)	(40)
USA	TX	Fort Bliss	(45)	90	(541)	123	(15)	(16)	78	75	(557)	(404)
USA	TX	Fort Hood	(65)	70	(474)	201	(23)	(525)	136	47	(999)	(816)
USA	TX	Fort Worth	0	(2)	0	0	0	0	0	(2)	0	(2)

Appendix 2: Projected Military Student Growth and Loss by Service

Service	State	Installation	SY 11/12			SY 12/13			Total MIL	Total CIV	Total CTR	Grand Total
			MIL	CIV	CTR	MIL	CIV	CTR				
USA	TX	Red River Army Depot	0	(359)	(17)	0	0	(2)	0	(359)	(19)	(378)
USA	UT	Dugway Proving Ground	41	41	(10)	0	0	9	41	41	(1)	81
USA	UT	Tooele Army Depot	0	(11)	0	0	3	0	0	(8)	0	(8)
USA	VA	Arlington Hall NG Readiness Ctr	7	26	0	0	0	0	7	26	0	33
USA	VA	Fort AP Hill	15	15	0	0	0	0	15	15	0	30
USA	VA	Fort Belvoir	302	(137)	(21)	(15)	18	(9)	287	(119)	(30)	138
USA	VA	Fort Lee	(255)	42	37	(135)	4	50	(390)	46	87	(257)
USA	VA	Fort Monroe	9	1	0	0	0	0	9	1	0	10
USA	VA	Fort Myer	(3)	4	0	99	85	0	96	89	0	185
USA	VA	Fort Pickett	9	1	0	4	2	0	13	3	0	16
USA	VA	Radford AAP	0	(1)	0	0	0	0	0	(1)	0	(1)
USA	VA	Rivanna Station	15	3	7	0	2	0	15	5	7	27
USA	WA	JBLM McChord Field	(9)	0	0	0	0	0	(9)	0	0	(9)
USA	WA	Joint Base Lewis-McChord	342	82	(67)	(27)	(20)	(6)	315	62	(73)	304
USA	WI	Fort McCoy	(29)	72	11	0	8	28	(29)	80	39	90
USAF	AK	Eielson AFB	0	0	0	0	0	0	0	0	0	0
USAF	AK	Joint Base Elmendorf-Richardson	(1)	0	(16)	(1)	0	(16)	(2)	0	(32)	(34)
USAF	AL	Maxwell AFB	307	1	0	384	1	0	691	2	0	693
USAF	AR	Little Rock AFB	160	38	0	152	0	0	312	38	0	350
USAF	AZ	Davis-Monthan AFB	(3)	9	93	(2)	2	(141)	(5)	11	(48)	(42)
USAF	AZ	Luke AFB	(141)	(64)	0	13	(3)	0	(128)	(67)	0	(195)
USAF	CA	Beale AFB	180	(3)	(88)	(1)	(1)	(1)	179	(4)	(89)	86
USAF	CA	Edwards AFB	(55)	(123)	(23)	2	2	0	(53)	(120)	(23)	(196)
USAF	CA	Los Angeles AFB	18	24	0	533	143	0	551	167	0	718
USAF	CA	Travis AFB	(1)	0	0	(1)	0	0	(2)	0	0	(2)
USAF	CA	Vandenberg AFB	1	0	0	3	13	0	4	13	0	17
USAF	CO	Buckley AFB	7	21	0	7	21	0	14	42	0	56
USAF	CO	Peterson AFB	20	75	0	0	0	0	20	75	0	95
USAF	CO	Schriever AFB	(9)	86	0	14	3	0	5	89	0	94
USAF	CO	USAF Academy	0	0	0	0	0	0	0	0	0	0
USAF	DE	Dover AFB	65	200	164	0	0	0	65	200	164	429
USAF	FL	Eglin AFB	481	1	62	301	0	0	782	1	62	845
USAF	FL	Hurlburt FLD	89	50	0	(13)	(13)	0	76	37	0	113
USAF	FL	MacDill AFB	1	115	(60)	(100)	25	(126)	(99)	140	(186)	(145)
USAF	FL	Patrick AFB	3	4	0	0	0	0	3	4	0	7
USAF	FL	Tyndall AFB	34	0	0	550	141	0	584	141	0	725
USAF	GA	Moody AFB	(6)	7	(8)	(1)	0	(9)	(7)	7	(17)	(17)
USAF	GA	Warner-Robins AFB	(20)	34	2	(10)	16	10	(30)	50	12	32
USAF	ID	Mountain-Home AFB	(11)	3	10	(2)	(5)	(115)	(13)	(2)	(105)	(120)
USAF	IL	Scott AFB	0	0	0	0	0	0	0	0	0	0
USAF	KS	McConnell AFB	16	0	0	16	0	0	32	0	0	32
USAF	LA	Barksdale AFB	277	26	0	133	42	0	410	68	0	478
USAF	MA	Hanscom AFB	(5)	154	(131)	(2)	21	(11)	(7)	175	(142)	26
USAF	MD	Joint Base Andrews	0	0	0	6,132	1,283	744	6,132	1,283	744	8,159
USAF	MO	Whiteman AFB	19	0	0	(3)	0	0	16	0	0	16
USAF	MS	Keesler AFB	(3)	17	(14)	3	17	14	3	17	14	34
USAF	MT	Malmstrom AFB	1	0	0	1	0	0	2	0	0	2
USAF	NC	Seymour-Johnson AFB	(7)	4	4	0	(1)	(1)	(7)	3	3	(1)
USAF	ND	Grand Forks AFB	14	4	0	0	0	0	14	4	0	18
USAF	ND	Minot AFB	0	0	0	0	(17)	0	0	(17)	0	(17)
USAF	NE	Offutt AFB	3	5	(117)	(2)	0	0	1	5	(117)	(111)
USAF	NJ	Joint Base McGuire-Dix-Lakehurst	76	0	0	0	0	0	76	0	0	76
USAF	NM	Cannon AFB	208	3	0	240	7	0	448	10	0	458
USAF	NM	Holloman AFB	(211)	2	(3)	(1)	0	(29)	(212)	2	(32)	(242)
USAF	NM	Kirtland AFB	46	62	(21)	(1)	3	(36)	45	65	(57)	53
USAF	NV	Creech AFB	73	(2)	(7)	0	0	0	73	(2)	(7)	64
USAF	NV	Nellis AFB	120	86	(10)	(3)	0	0	117	86	(10)	193
USAF	OH	Wright-Patterson AFB	624	554	578	0	0	0	624	554	578	1,756
USAF	OK	Altus AFB	(2)	0	0	(2)	0	0	(4)	0	0	(4)
USAF	OK	Tinker AFB	(10)	155	(54)	0	12	(1)	(10)	167	(55)	102
USAF	OK	Vance AFB	(33)	(9)	0	13	1	0	(20)	(8)	0	(28)

